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ABSTRACT

Human Rights Week (December 10-17) has been proclaimed by the U.S. President for a number of years because Bill of Rights Day (December 15) and Human Rights Day (December 10) are observed within a week's period. This comprehensive survey of resources for the study of human rights contains books, films, filmstrips, organizations, and learning activities. Section 1 provides contact groups for obtaining pamphlets and posters for publicizing Human Rights Week. Section 2 presents over 30 non-governmental and governmental U.S.-based organizations that may provide material and publications in the international human rights field. People and groups in the community who may be used as resources are described in section 3. Section 4 describes an exhibit relating human rights and gives instructions for setting up the exhibit. Section 5 outlines learning strategies that may be used in a classroom setting or in a community group. Section 6 is an annotated bibliography of the 10 most wanted books on human rights. Section 7 is a general bibliography including books and periodicals. The document concludes with a media bibliography of films, filmstrips, records, multimedia, and film catalogs to be used in the study of human rights. (SM)

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HUMAN RIGHTS AND CITIZENSHIP

A Community Resource Manual

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COMMUNITY RESOURCE MANUAL

Introduction

In the past, human rights have been regarded merely as the sum of political rights and individual liberties. This is the meaning of Dostoevsky's remark that the nature of a nation's civilization can be judged by the treatment of its prisoners. Others have said the same about the treatment of minorities, of women, or of children.

This is also the connotation of President Carter's remarks in his Inaugural Address that "because we are free we cannot be indifferent to the fate of freedom everywhere." Indeed this concept is a tenet of international law as expressed in the charter of the United Nations. To quote President Carter again, "No member of the United Nations can claim that mistreatment of its citizens is its own business."

However, the concept of human rights has broadened since World War II. This wider spectrum of human rights can be summarized under three headings: the right to be free of governmental violation of the integrity of the individual; the right to fulfill basic needs in the areas of food, shelter, jobs, health care, and education; and the right to enjoy political liberties. The public position that nations take towards these rights and the objective degree to which these rights are fulfilled tell us much about the beliefs, history, system of governance, culture, and values of a nation; and they will help us take our positions in foreign affairs.

A project to provide teachers in New York State with the necessary skills and suggested resources to engage in classroom study of human rights was funded by the U.S. Office of Education under its Citizen Education for Cultural Understanding program. However, to have significant local impact, such a program should reinforce the learning taking place at the schools by activities and exhibits in the community involving public libraries, museum specialists and community leaders. Some ideas, suggestions and resources for integrating human rights issues into your community follow here.

Days to Celebrate Human Rights

December 10th—*Human Rights Day* was adopted by the United Nations General Assembly (Resolution 423.V:1950) to celebrate the proclamation of the Universal Declaration of Human Rights by the General Assembly on December 10, 1948 and "to exert in-

creasing efforts in this field of human progress." All interested organizations are invited to support them by asking village, town, city, county and/or state officials to issue proclamations recognizing Human Rights Day.

December 15—*Bill of Rights Day* was designated by a joint resolution of the 79th Congress, 2nd session (Public Law 392) and signed by the President on May 29, 1946. Officials of government are called upon "to display the flag of the United States on all government buildings" on that day and the American people are invited "to observe the day with appropriate ceremonies and prayer."

December 10-17—*Human Rights Week* has been proclaimed by the President for a number of years because Bill of Rights Day and Human Rights Day are observed within a week's period. Appropriate ceremonies and manifestation of support for the principles embodied in the great declarations of the rights of man are urged.

For pamphlets and posters to help you publicize these events, contact the following groups:

- Constitutional Rights Foundation, 6310 San Vicente Blvd., Los Angeles, CA 90048.
- Office of Public Communications, Bureau of Public Affairs, Department of State, Washington, D.C. 20520. (202) 632-3656.
- United Nations Association of the USA, 300 East 42nd Street, New York, NY 10017. (202) 697-3232.
- United Nations Office of Public Information, United Nations, New York, NY 10017. (212) 754-1234.
- United States Mission to the United Nations, 799 UN Plaza, New York, NY 10017. (212) 826-4580.
- United States National Commissioner for UNESCO, Department of State, Washington, D.C. 20520. (202) 632-2762.

For a copy of the Bill of Rights, write your Congressional Representative at his or her district address or in Washington, D.C. 20515.

An Intercultural Approach to Human Rights

Americans tend to see human rights exclusively in terms of the American experience as reflected by the Bill of Rights and tend to believe the United States has an exclusive hold on these rights. A survey done for the Office of Education in 1974, based on 2,000

personal interviews with high school students from all parts of the United States, revealed that 23 percent held no opinions on American foreign policy and that most concerns were local or personal. Those high school students are now part of the community and, along with their fellow citizens, need more information about other nations and about their foreign relations.

The schools project in New York State focuses on the nature and definitions of human rights as perceived in different eras and currently in five nations: the Soviet Union, Italy, India, Colombia and Nigeria. The countries were chosen to be representative of the regions of the world. However, where there is strong interest in the community in a particular country which is not one of the five, there is no reason that a substitution or addition cannot be made. The exercises included here may, therefore, serve as models. The documentary materials and high school level teaching strategies included in the *Handbook* may also prove useful if made available to the community by the school.

U.S.-Based Organizations Active in the International Human Rights Field.

Non-Governmental Organizations.

American Bar Association (ABA), 1155 E. 60th Street, Chicago, IL 60637. (312) 947-3861. Membership restricted to members of the bar. Section on International Law has Committee on International Human Rights. **Publications:** Quarterly journal *Human Rights* and occasional monograph.

American Civil Liberties Union (ACLU), National Office: 22 E. 40th Street, New York, NY 10016. (212) 725-1222; New York Affiliate: NYCLU, 84 Fifth Avenue, Suite 300, New York, NY 10011. (212) 924-7800. It champions the human rights set forth in the Declaration of Independence and the Constitution. The ACLU maintains a civil liberties observer at the United Nations. **Publications:** Bi-monthly *Civil Liberties Review*, policy statements, reprints and pamphlets.

American Committee on Africa (ACOA), 305 E. 46th Street, New York NY 10017. (212) 838-5030. ACOA informs Americans about significant African issues and mobilizes support for African freedom. **Publications:** *ACOA Actions News* is issued twice a year. Distributes many pamphlets of its own and of other groups.

American Friends Service Committee (AFSC), National Office: 1501 Cherry Street, Philadelphia, PA 19102. (215) 241-7168; Regional Office: 15 Rutherford Place, New York, NY 10003. AFSC seeks to implement Quaker concerns for peace, social justice and humanitarian service. **Publications:** *Quaker Service Bulletin*, thrice yearly, *Annual Report* and pamphlets.

American Jewish Committee (AJC), Institute of Human Relations, 165 East 56th Street, New York, NY 10022. (212) 751-4000. Human rights activities of the AJC are carried out by its Jacob Blaustein Institute for the Advancement of Human Rights. **Publications:** *Monthly Commentary*, quarterly *Present Tense*, and the annual *American Jewish Yearbook*, are among its publications.

Amnesty International, USA (AIUSA), National Office: 304 W. 58th Street, New York, NY 10019. (212) 582-4440. Aids prisoners of conscience throughout the world. Opposes government-sanctioned torture and the death penalty. A-I works through adoption groups which work for the release of individual prisoners. Call A-I for the address of an adoption group near your community. **Publications:** *Amnesty Action*, seven times a year and *Matchbox*, thrice yearly to members.

Aspen Institute for Humanistic Studies: Program on Justice, Society and the Individual, 36 E. 44th Street, New York, NY 10036. (212) 730-0168. Holds workshops and seminars. A central concern of the Justice Program is human rights. **Publications:** Proceedings from meetings like *Human Dignity* (January 1979) held in 1977.

Association of the Bar of the City of New York: Committee on International Human Rights, 42 W. 44th Street, New York, NY 10036. (212) 355-5393. The Committee is concerned with ratification of the U.N. covenants and violations of human rights in foreign countries. **Publications:** Committee reports are published separately and in *The Record*, the journal of the NYC Bar.

B'nai B'rith International, 1640 Rhode Island Avenue, NW, Washington, D.C. 20036. (202) 857-6545. United Nations Office: 315 Lexington Avenue, New York, NY 10016. (212) 639-7400. B'Nai B'Rith is especially concerned with the plight of oppressed Jews throughout the world, including Soviet, Syrian and Argentinian Jews. **Publications:** *National Jewish Monthly* and reports.

Center of Concern, 3700 13th Street, NE, Washington, D.C. 20017. Current focus is on issues of population, food, Third World, women's rights, labor and unemployment. Maintains a speakers bureau. **Publications:** *Focus*, a newsletter.

Center for the Study of Human Rights, Columbia University, 704 International Affairs Building, New York, NY 10027. (212) 280-2479. The Center enhances the knowledge of human rights through research courses, seminars, workshops and conferences.

Coalition for a New Foreign and Military Policy, 120 Maryland Avenue, NE, Washington, D.C. 20002. 546-8400. Its Human Rights Working Group

- monitors human rights legislation in the Congress and its implementation in the Executive Branch. **Publications:** *Human Rights Action Guide*, 1977 and 1978, *Covenants Action Guide* 1978 and other pamphlets.
- Committee of Concerned Asian Scholars (CCAS), 50700 South Woodlawn Avenue, Chicago, IL 60637. (312) 643-7111. Among its concerns are regimes in Asia which violate human rights. **Publications:** *CCAS Newsletter*, a quarterly.
- Freedom House, 20 West 40th Street, New York, NY 10018. (212) 730-7744. Opposes tyrannies of the left and the right everywhere. Sponsors the Helsinki Watch, which monitors compliance of the signatories to the Helsinki Final Act. **Publications:** *Freedom at Issue*, a bi-monthly newsletter which includes an annual "Comparative Survey of Freedom;" occasional papers; and *Freedom in the World: Political Rights and Civil Liberties*, issued annually.
- Fund for Free Expression, 205 East 42nd Street, Room 1303, New York, N.Y. 10017. (212) 867-7035. The Fund acts as a media coalition group working for the defense of free expression in the U.S. and abroad. **Publications:** Supports the bi-monthly *Index on Censorship* published by Writers and Scholars Educational Trust in London.
- Human Rights Internet (HRI), 1502 Ogden Street NW, Washington, D.C., 20010. (202) 462-4320. Human Rights Internet serves as an international network fostering communication among scholars, activists and policymakers in the international human rights field and serves as a clearinghouse for information in this area. **Publications:** *Human Rights Internet Newsletter*, nine times a year and *Human Rights Directory* (1979).
- International Commission of Jurists, American Association for (ICJ), 777 United Nations Plaza, New York, N.Y. 10017. (212) 972-0883. The ICJ works to promote human rights through the rule of law in all parts of the world. It conducts periodic staff studies of countries where human rights conflicts exist. **Publications:** *The Review*, a bi-annual and occasional reports.
- International League for Human Rights, 236 East 46th Street, New York, N.Y. 10017. (212) 972-9554. An international organization composed of individuals and national affiliates which aims to promote implementation of the Universal Declaration of Human Rights. It sends observers to political trials and awards an annual Human Rights Award. **Publications:** *Annual Review*, bulletins and reports.
- International League for the Rights of Man, 156 Fifth Avenue, New York, N.Y. 10010. Publishes a periodic report on their work for human rights.
- Khronika Press, 505 8th Avenue, New York, N.Y. 10018. Documents and books in both Russian and English are published on the Soviet rights movement. **Publications:** Quarterly, *A Chronicle of Human Rights in the U.S.S.R.* as well as books and brochures.
- Latin American Documentation Center (LADOC), 1312 Massachusetts Avenue, NW, Washington, D.C. 20005. (202) 659-6814. An information service on Latin America for English-speaking readers. LADOC seeks also to arouse social consciousness. **Publications:** *LADOC*, a bi-monthly published by the U.S. Catholic Conference.
- Lawyers' Committee for International Human Rights, 777 United Nations Plaza, New York, N.Y. 10017. (212) 972-9554. Established as a legal resource center for human rights organizations, the Lawyers' Committee assigns volunteer attorneys specific cases involving international human rights violations. **Publications:** *Lawyers' Committee News*.
- Meiklejohn Civil Liberties Institute, P.O. Box 673, Berkeley, California, 94701. (415) 848-0599. Collect and makes available source materials on human rights law as an aid in dealing with today's problems as they arise in court. Serves legal, academic and activist communities. **Publications:** *Human Rights Organizations and Periodicals Directory*, an annual; *Human Rights Docket*, a compilation of relevant cases; and the *Human Rights Calendar*.
- Middle East Research and Information Project (MERIP), P.O. Box 3122, Washington, D.C. 20010. Regional Office: P.O. Box 1247, New York, N.Y. 10025. MERIP is concerned with "popular struggles" in the region. It provides speakers and does radio programs. Promotion of human rights in the Middle East is one of its chief concerns. **Publications:** *MERIP Reports*, ten times a year.
- National Council of Churches, USA, Division of Overseas Ministries: Human Rights Office, 475 Riverside Drive, New York, N.Y. 10027. (212) 870-2424. The Human Rights Office acts on behalf of individuals and groups confronted with serious human rights violations throughout the world. **Publications:** *Human Rights Perspectives*, a monthly.
- United Nations Association of the USA (UNA-USA), 300 East 42nd Street, New York, N.Y. 10017. (212) 697-3232. UNA calls itself an independent source of information on the UN. Its National Policy Panel is currently examining the impact of human rights on the conduct of U.S. foreign policy. **Publications:** *The Interdependent*, a monthly newsletter and occasional pamphlets, fact sheets and reports.
- United States Catholic Conference: Office of In-

ternational Justice and Peace, 1312 Massachusetts Avenue, NW Washington, D.C. 20005. (202) 659-6812. The human rights programs of the Office focus on human rights amendments to legislation, human rights education among Catholics, U.S. human rights covenants, and on occasion, human rights violations in specific countries. **Publications:** A recent booklet on "Human Rights/Human Needs—An Unfinished Agenda," and *LADOC*, a bi-monthly. See Latin American Documentation Center.

United States Institute of Human Rights, 200 Park Avenue, New York, N.Y. 10017. (212) 973-4752. The Institute sponsors seminars in conjunction with the American Society of International Law. **Publications:** *Checklist of Human Rights Documents*.

Watch: U.S. Citizen's Helsinki Monitoring Committee, 205 East 42nd Street, Room 1303, New York, N.Y. 10017. (212) 867-7035. Newly formed. Watch works with other human rights groups to report on U.S. compliance and to urge our ratifying the U.N. Human Rights Covenants. **Publications:** Semi-annual newsletter planned.

Women's International League for Peace and Freedom (WILPF), 1213 Race Street, Philadelphia, PA 19107. (215) 563-7110. Founded in 1915 to promote nonviolent means of justice, its publications cover issues such as U.S. aid to repressive regimes. Its local groups do educational and legislative human rights work. **Publications:** *Peace and Freedom Magazine* and *Legislative Bulletin*, both monthlies.

World Without War Council (WWWC), 175 Fifth Avenue, New York, NY 10010. (212) 674-2085. Founded in 1958 to establish the goal of ending war as a guiding force in American life. Holds public forums and workshops on international human rights. Human rights is a major subject of the Council's training of public, private and church school teachers. **Publications:** *International Human Rights Kit*; distributor of many important publications on human rights. Catalogue available

Bureau of Human Rights and Humanitarian Affairs, Washington, D.C. 20520. (202) 632-2590. The Bureau is involved in the development and the implementation of foreign policy. Human rights officers for geographic areas provide liaison between the Department and the Bureau as well as report on conditions in their areas. **Publications:** Geographic policy reports, *Human Rights in Africa*, etc.

Directories for Further Listings

Garling, Marguerite. *The Human Rights Handbook: A Guide to British and American International Human Rights Organizations*. New York: Facts on File, 1979. 299 p. \$25.00. Most inclusive of the directories cited, this handbook provides names, addresses, goals, policies, and publications of over 250 domestic and international organizations.

Human Rights Organizations and Periodicals Directory. Berkeley, California: Meiklejohn Civil Liberties Institute, 1979. 189 p., \$8.00. Provides names, addresses, and descriptions of organizations, names, frequency and subscription rates of periodicals. Emphasis is on domestic groups dealing with social problems.

Human Rights Directory. Washington, D.C.: Human Rights Internet, 1979. 155 p., \$5.00. Comparable to the Garling Handbook though less comprehensive, but also one-fifth the cost. Emphasis is on U.S.-based human rights organizations with an international interest.

Suggestions for Resources, Activities and Displays

Community groups such as Study Clubs, Church groups, Veterans' Organizations, Women's Groups can develop a rewarding program or a series of programs around the theme of human rights and its application in our own lives and also in the lives of those in foreign lands. Following the section entitled, "How to Identify Human Rights Resources in Your Community," you will find some examples of programs developed by community persons brought together at the Summer 1980 Workshop on Human Rights and Citizenship. The resource list has been adapted from Henry Ferguson, *Manual for Multicultural and Ethnic Studies* (Chicago: Intercultural Press, 1978) by the author and is reproduced with his permission.

Official Organizations

Inter-American Commission on Human Rights: Organization of American States, 1725 I Street, NW, Washington, D.C., 20006. (202) 381-8761. The seven-member Commission processes individual complaints, prepares reports on countries, carries out on-site investigations, and sponsors educational activities. **Publications:** *Annual Report*, *Handbook of Existing Rules Pertaining to Human Rights* (updated annually) and country reports.

U.S. Department of State, Office of Human Rights,

MATERIAL RESOURCES

(Comments on starred categories appear following this list)

PRINT MEDIA

Verbal

Primary Sources

★ Fiction

- Novels
- Short Stories
- Drama
- Comic strips or books

Non-Fiction

Primary Sources

- Essays
- Biographies
- Autobiographies
- Letters and diaries
- Public records (constitutions, laws, judicial decisions)
- Contemporary articles
- Contemporary pamphlets
- Contemporary Travel flyers/schedules
- Contemporary Broadsides
- Contemporary newspapers
- Contemporary magazines
- Catalogs and advertisements

Secondary works

- Histories
- Monographs
- Maps and Atlases; other Reference works

Non-Verbal

- Study prints and photographs
- Art reproductions
- Prints (etchings, woodblocks, etc.)
- Posters (travel and other)

NOTES:

Literature by, of and for another culture includes books, poems, plays, essays, etc. written by members of a culture for their own peers within the culture. They are extraordinarily revealing of both the overt and unconscious within the culture.

Films and TV Specials are often filmed on location in another culture. The best, in our context, are those filmed by members of a culture for screening in their own culture. Useful, but dangerous, are those by Westerners for Western television or film. For example, there was much merit in the recent, much-praised TV documentary series by the famed French director, Louis Malle, *Phantom India*. But the series was much marred by insufficient cultural understanding which became outright bias when considering certain social phenomena, such as caste and arranged marriage.

Records are rich resources. For listings, consult *Schwann 2*, sometimes but not always in your local record shop. Contains folk and spoken records. Folkways-Scholastic Records, Englewood Cliffs, NJ have records listed.

Public Media. Many, if not most of our stereotypes of other cultures have been derived from uncritical use of the public media — news papers, magazines, broadcast stations. The fault lies with both the reader/viewer and the media. The media prepare and publish what the culture wants to know more than what it wants to teach the culture. The uncritical reader/viewer should become critical — and should communicate his criticism of unfair or inaccurate images to the media. A sound program in Cultural Learning will make this a mission for the students and teachers alike.

NON-PRINT MEDIA

Manuscripts

Aural

- Music (live) often heavy with social protest, esp. Reggae
- ★ Records, spoken and musical
- Tapes, spoken and musical
- Reading out loud (see Print Media)
- Story-telling
- Radio

Visual

- Art — painting and sculpture
- Silent movies, film loops
- Museum and library displays (no-touch)
- Pantomime
- Slides
- Filmstrips (silent)
- Photographs
- Paintings and Sculpture
- Overhead Transparencies

Globes

Audio-Visual

- ★ Films — sound
 - Documentary
 - Feature (fiction)
 - Instructional
- Filmstrips (sound)
- Slides — sound on tape
- Television
 - Documentary
 - Feature
 - Instructional
 - News
 - Tapes

Simulations

Games

- Board games
- Situation games
- Motor-skills games
- Nemonic games
- Role-playing
- Structured experiences
- Passive: spectator sports, games

Other Perception Materials

- ★ Artifacts or Realia
 - Authentic
 - Simulated, replica or reproduction
- ★ Clothes
- ★ Food
 - Restaurant
 - Cookbooks
- Architecture
- Scents
 - Foodstuffs
 - Flowers
 - Artificial — incense and perfume
- Zoo
- Garden
- Travel

RESOURCE

INDIVIDUALS

FOREIGN

- Diplomats

- Businessmen
- Foreign officials
- Journalists

- Visiting Professors/Scholars
- Religious figures

- Professional Lecturers

- Artists and Musicians

☐ SUMMARY

ADVANTAGES

- Have a mission to communicate to this culture: it's their job. Especially sensitive to US human rights problems.
- Tend to have a good grasp of economic and commercial issues. (See Diplomat above)
- Are paid to be alert.
- Are specialists in a given field, have international contacts in profession.
- Tend to be more representative of traditional or basic cultural values. Ethnicity clusters around religion.
- Put on a good show. Excellent attention-getter, especially if illustrated lecture.
- Subliminal aspects of their culture expressed through their art.
- ☐ Foreign visitors are authentic to their own native culture and have a capacity to speak the language of the culture — a basic means of understanding it. Many are not human rights advocates.

LIMITATIONS

- Have a particular message to deliver, reflecting official views. Cover up human rights problems or rationalize them away.
- Have a narrow exposure to own culture. Not representative.
- Their job is to report back, not report to you. May not be representative of own culture. Good human rights ferrets, but often are special advocates.
- Field may not be one that relates to own culture.
- Have a message to carry to our culture.
- Often have resources limited to their "performance." Expensive for schools.
- Communicate best in non-verbal forms.
- ☐ All of the above tend to be drawn from the upper socio-economic groups and may have trouble conveying how the middle and lower groups actually live. They tend to be educated and urban, while much of the Third World, for instance, is illiterate and rural. Many represent those groups who most limit human rights at home.

DOMESTIC

- Fellow-citizens who have had a first-hand experience with another culture or in another culture:

- Visitors and tourists

- Often have excellent slides and tapes. May bring back books, artifacts, etc.

- Returned Peace Corps Volunteers and Teacher Corps/Vista Volunteers

- Have had an excellent cross-cultural training and know the language and locale. Have lived close to the earth while on assignment. Young, articulate.

- Former military personnel

- Like tourists, often have excellent slides, collections of artifacts.

- Government officials; diplomats

- Well-informed, trained observers, frequently fluent in the local language. Are able to take speaking engagements in order to convey an official message, which may be very important in international studies.

- Government officials: Other

- Mostly military or technical and thus excellent resource persons for those specialized areas. Often excellent slides and ability to provide provocative case-studies. Technical persons have longer tours of duty than most.
- Well-informed on economics and commerce.
- Normally fluent in language of the culture, have long tours of duty abroad or in domestic culture-areas (Reservations, Reserves), well-meaning. Not generally good resources for visuals or printed materials. Artifact-rich.

- Businessmen
- Missionaries

- Professors/Scholars

- Trained observers, if their field of study is the culture itself, political systems, human rights, or the ecology of the culture-region. Excellent slides tend to be available. Many tapes, printed materials, records.

- Professional Lecturers

(See above under Foreign)

DOMESTIC (continued)

♦ Members of Domestic Ethnic Groups, Indigenous Cultures/Sub-cultures

- Immigrants /Second-Generation Ethnic
 - Are close enough to their Mother Culture to be able to represent it reasonably well. Speak first-hand on human rights.
 - Militancy tends to make them more articulate.
- Ethnic self-identifiers
 - May be more militant than recent immigrants. Militancy makes for powerful impressions. Often have developed strong links with Mother Culture through clothing, artifacts, speech characteristics, etc.
- Travel Agents
 - Have good material resources, personal experiences overseas.
- Teachers
 - (See under Groups, Schools)

- Tend to speak more stridently than cautiously these days. Makes for interesting sessions, but may be too politically-colorful to be exactly comfortable. May take some "corrective" remedies, specifically the testimony of political refugees, dissidents who have been exiled by their own governments.
- Tend to exaggerate the exotic (See under Groups)
- (See under Groups, Schools)

GROUPS

- Christian and Jewish groups
 - Churches tend to reflect ethnic social and economic identities. They are good resources if clearly ethnic or national in membership. Are extremely sensitive to human rights. Jewish groups have well-established reputation in human rights area.
- Non-Christian Religious Groups
 - North American religious landscape is now encamped with many new or imported religious groups or sects: Sufi Muslims, B'hari, Buddhists, Hindus and yoga groups. Eager to talk and carry their message. Colorful.
 - Many social clubs and welfare organizations exist among ethnic and national groups, and tend to emphasize the old tradition.
 - Many lodges have ethnic composition, sometimes overseas branches that may be helpful.
 - Many have world-wide organizations which can help provide resources.
- Clubs
 - Most have well-supported intercultural and international education functions, as well as overseas affiliates/branches, exchange programs.
- Fraternal Lodges
 - Importers and exporters have wide overseas contacts, are strong in commercial and economic matters. Some, for instance, Aramco, have active and extremely rich educational programs, free to schools. Objectivity can be strong. Access is easy through local branch or office.
- Service Clubs (Rotary, Kiwanis, Soroptimist, etc.)
 - Education or information attache is employed to keep you informed. Many have rich programs for schools, including newsletters, speakers, etc. Write to Embassy in Washington, Ottawa, Canberra, or to consulate nearest you. Most countries are apt to have consulates in New York, San Francisco, Chicago; or Montreal and Toronto. Many have tourist offices in New York. Or write to Ministry of Tourism in country of interest.
 - Often richer than you can possibly utilize. Most have school tours or in-school programs, some have travelling exhibits.
- Scouts, 4-H, and similar organizations
 - Often have good exhibits. Larger libraries have on their staff "native informants" to handle foreign acquisitions and cataloging. All have books to use, though many are out of date and full of misinformation. Even these books may be useful if used with care or for illustrative materials.
 - Some schools have exchange programs or have exchange students for a year or so. Some have exchange teachers. Some teachers have been on overseas seminars for training, many have travelled on their own. Some school library collections are open to other schools.
- Businesses
 - All have collections of posters, brochures, time-tables. Out of date ones they will often give away if asked. Many agents have travelled widely. Most are well-informed on museums, sights, shopping and formal 'culture' programs of theatres, as well as on seasonal temperatures, time zones, travel schedules.
- Embassies
 - Church views of cultures may be strongly influenced by their evangelical mission, making them somewhat uncritical human rights advocates. Jewish groups have especially strong political ties with Israel; have established passionate defensiveness.
 - Their mission is to convert you. Some groups (e. g. Transcendental Meditation) borrow more from Western culture than from the culturally Non-Western. Examine carefully beforehand.
 - Some, such as the Irish-Americans, have become highly politicized while others have become more naturalized and less ethnic.
 - Their focus may be so social as to preclude any effective help in learning.
 - Members may not be representative of the culture. Rotary members in Asian countries tend to be the urban elite, for example.
 - May not have locally useful assistance available. Lean on volunteers who may reflect atypical attitudes and positions. Scouting is a Western cultural phenomenon.
 - All have some axe to grind, though the axe-grinding may be to your direct benefit. Identify the purpose for which they make resources available and balance accordingly. Objectivity can be minimal.
- Museums
 - Helpfulness varies considerably among them. Some don't answer letters, send worn-out films or fail to send them when you want them. Propaganda can get pretty heavy-handed. Human rights material is now generally available, but is almost always defensive.
 - Considerable variation between them. Start with local museum before pushing the big metropolitan one. Many have antiquated exhibits, e. g. the basement of the otherwise superb Field Museum in Chicago is a shocking relic of the age of imperialism and Social Darwinism.
 - Most libraries do not collect for intercultural or cross-cultural purposes. Most libraries collect for the average intelligent reader, not for the student in particular. Beware stereotypes in old books. College libraries may be more useful for Cultural Learning.
 - Exchange students at any level are not apt to be very representative of their culture if they are from Africa, Latin America or Asia, for they are from the upper socio-economic groups. Europeans are more representative but tend to act condescending to North Americans. Teacher travel may have been no better than the 17-day guided tour.
 - Travel agents abroad are busy persons, tending to details and mechanics of travelling rather than the culture, even if travelling on their own. They are less well informed on fundamental values than the 'high' culture. Beware stereotypes: not all travel agents are deliberately intercultural in their outlook.
- Libraries
 - Exchange students at any level are not apt to be very representative of their culture if they are from Africa, Latin America or Asia, for they are from the upper socio-economic groups. Europeans are more representative but tend to act condescending to North Americans. Teacher travel may have been no better than the 17-day guided tour.
 - Travel agents abroad are busy persons, tending to details and mechanics of travelling rather than the culture, even if travelling on their own. They are less well informed on fundamental values than the 'high' culture. Beware stereotypes: not all travel agents are deliberately intercultural in their outlook.
- Schools
 - Exchange students at any level are not apt to be very representative of their culture if they are from Africa, Latin America or Asia, for they are from the upper socio-economic groups. Europeans are more representative but tend to act condescending to North Americans. Teacher travel may have been no better than the 17-day guided tour.
 - Travel agents abroad are busy persons, tending to details and mechanics of travelling rather than the culture, even if travelling on their own. They are less well informed on fundamental values than the 'high' culture. Beware stereotypes: not all travel agents are deliberately intercultural in their outlook.
- Travel Agencies
 - Exchange students at any level are not apt to be very representative of their culture if they are from Africa, Latin America or Asia, for they are from the upper socio-economic groups. Europeans are more representative but tend to act condescending to North Americans. Teacher travel may have been no better than the 17-day guided tour.
 - Travel agents abroad are busy persons, tending to details and mechanics of travelling rather than the culture, even if travelling on their own. They are less well informed on fundamental values than the 'high' culture. Beware stereotypes: not all travel agents are deliberately intercultural in their outlook.

RESOURCE

DOMESTIC GROUPS (Continued)

- Colleges and Universities
- Speakers and Concert Bureaus
- Zoos and Botanical Gardens
- Ethnic Heritage Studies Programs
- Newspapers, Magazines, Broadcast Stations
- Human Rights Organizations

ADVANTAGES

- Museum and library resources of larger institutions are strong. In recent years most North American universities have developed specific programs in area studies and ethnic heritage studies (Afro American, Slavic, etc.). In US, Title VI, NDEA, Language and Area Studies Centers are now obliged to offer outreach programs to schools, but usually don't know what's needed. You can help.
- (See also above under Individuals, Professional Lecturers, Artists/Musicians) There are many subsidized programs of lectures and concerts and other arts (e.g. the New England Council, Boston, the Asia Society Performing Arts Program, New York). If you can afford a speaker or concert, do so. In any event, keep your eye on the local arts calendar and arrange for student admission to any event that will assist your Program. Try Wesleyan University, Middletown, Ct. and American Society for Eastern Arts, Berkeley, Ca. for names of travelling musicians who book own programs.
- The ecology is just as important to the culture as any other feature of life. Zoology and botany are aspects of local ecology in which culture lives.
- The US Office of Education has made a number of grants to institutions for developing Ethnic Heritage studies materials, curriculum dissemination, teacher-training. Write to USOE, Ethnic Heritage Studies Branch, Washington, DC 20202. Specify that you want lists of previous grantees, addresses.
- All have some concern for cultures, domestic and foreign. Papers maintain backfiles of old issues. Some TV/radio stations have tapes of old programs. Public TV programs may be available through stations or on film. Consult *Audio-Visual Marketplace* (New York, R. R. Bowker, annual) for names of agencies. Newspapers have foreign desks, own foreign correspondents, and giant ones have travel staffs. Many persons available for lectures. Best balance of world cultures of any nationally distributed US paper is *Christian Science Monitor*, which tends to be analytical rather than reportorial.
- These groups have been organized specifically to put pressure on violators of human rights, to free prisoners of conscience and political prisoners. A few, like Amnesty International (which incidentally has a very special definition of its mission), have a reputation for careful research before making accusations of human rights violations, but remember that often their information is second-hand or hearsay because the group's own advocacy position has made it impossible for it to pursue active research within the nation in question. Other advocacy groups tend to be associated with either a religion or one particular nation or group of nations. Oftentimes, their materials are superior and present clear cases. Speakers are made readily available, mostly free. When the spigot is turned on, it stays on: be prepared for more materials than you may be able to use effectively.

LIMITATIONS

- Universities vary in their helpfulness as their professors vary in their feeling toward school learning. Professors are happy, usually, to provide "content" but are leery about becoming involved in the learning process. They want to tell and run, rather than help out where it is really needed. Let's break down these barriers!
- Many commercial lecture and concert bureaus are seedbeds of old-fashioned highly ethnocentric travel lectures and western music programs. They tend not to book the kinds of travellers you could use most effectively. But keep yourself on their mailing lists — we have been wrong before and times do change! Artists, authors, musicians may be more representative of culture than politicians and journalists.
- Zoos can lead to images of wild-animal-infested countries, e.g. East Africa is thought of mainly as safari country.
- Like many Federal programs, there has been a lot of waste in this one, and some of the grantees have been reluctant to communicate their achievements to others. Complain to the USOE.
- Papers reflect their regional and national and cultural biases. Reporting of affairs in distant parts of the world or nation depends on its "newsworthiness" back home. Few papers can afford to keep staffs in Kuala Lumpur, Wagga Wagga, much less New Delhi. Be especially careful of bias created by these facts.
- Advocacy bears its own burdens. A group that has been set up to ferret out human rights violations is hard to curb when human rights violations abate (like the foundation set up to cure a disease has a hard time disbanding when the disease is wiped out). So many differences exist between nations and cultures that it is extremely hard to draw exact parallels, although that is precisely what many of these groups try to do as part of their program. If you use a speaker from an advocacy group, try to balance with a speaker from the embassy of the nation(s) in question. Remember that association with a western religious group is more a guarantee of dedication to a western conception of human rights than it is a guarantee of either accuracy or objectivity. Watch out for the distinction between civil rights and socio-economic rights which may become entangled and thus become confusing for young students.

Public Libraries and museums will find human rights an excellent topic around which to build programs and exhibits. Emphasis can be on the Universal Declaration of Human Rights or it can be on the International Year of the Child, 1979, or the International Year of the Family, 1980.

Ezra Pound said that artists are the "antennae of the race." Thus it is possible to explore the history of humanity's aspirations and values by examining the history of its art. The next section describes an exhibit relating human rights through the arts. The last section suggested a film series using the art form that probably influences our day more than any other.

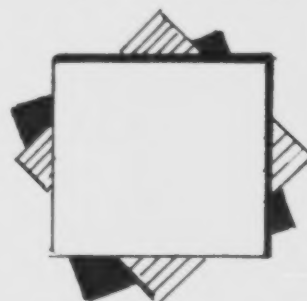
While museums will find a display featuring the plastic arts most feasible, the libraries will discover in their collections of novels, plays and poetry the materials for an extensive exhibit on human rights.

Museums and libraries should coordinate their efforts with local schools and with community groups. Public libraries in particular will feel the effect of projects in the schools and can involve parents through exhibits, programs and bibliographies as well as serve as a resource to the schools. An inventory of items in an area museum which relate to the five countries made available to the schools and to community groups would be helpful.

SHAPING THE FUTURE FOR HUMAN RIGHTS

A TRAVELING EXHIBIT

Available on loan from Center for International Programs, State Education Department, Albany, NY 12230.



THREE BUILDING BLOCKS

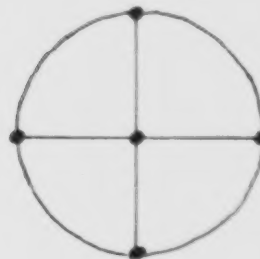
FIGURE-EIGHT LOOP



RECTANGULAR PRISM



CLEAR PLASTIC
MANY-SIDED STRUCTURE



HOW TO SET UP EXHIBIT IN AN EIGHT-FOOT BY TEN-FOOT AREA

HUMAN RIGHTS EXHIBIT

INSTRUCTIONS FOR ASSEMBLY AND SET-UP

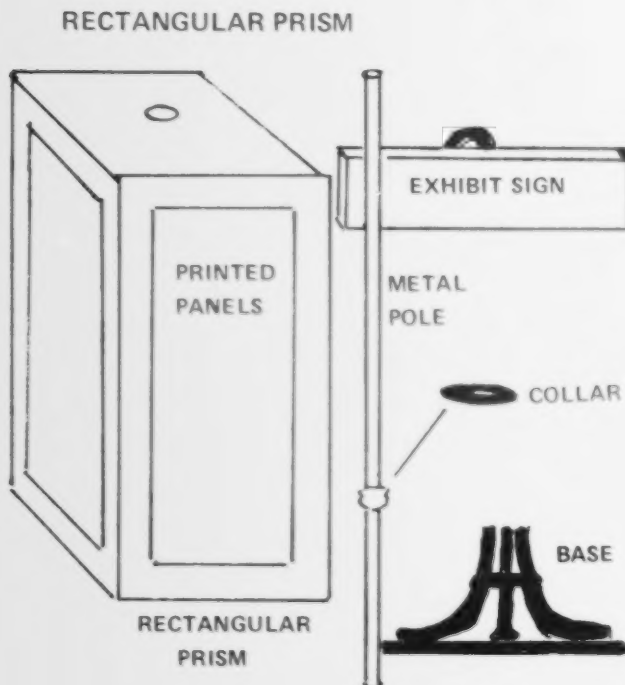
Description: The Exhibit consists of 5 different structures which are grouped according to the directions below within a 10-foot by 10-foot or 8-foot by 10-foot area. See diagram on cover page.

1. **Rectangular Prism with Exhibit Sign (Shaping The Future For Human Rights)**
Place in Center Forward position.
2. **Silver and black Figure- Eight Loop**
Place in Front Left position.
3. **Hinged 4- Fold Screen**
Place at Left Rear and extending across the back.
4. **Three Building Blocks with A, B, C's and photographs**
Stack on top of one another at Right Rear.
5. **Clear Plastic, Many-Sided Structure**
Place in Front Right position.

Contents of Packing Cases:

1. "Escort Box" containing **Rectangular Prism**
2. "Escort Box" containing: **4- Fold Screen and 5 Legs; 4 Printed Panels for Rectangular Prism; Figure- Eight Loop; Metal Wing Nuts and Bolts for Screen**
3. Carton containing **Building Blocks**, packed flat
4. Carton containing **Clear Plastic, Many-Sided Structure**, packed flat; **Black Plastic Top Joint**, in red-capped plastic container
5. Carton containing **Bases for Many-Sided Structure, Rectangular Prism and Loop**
6. Cardboard Tube containing **Metal Poles for Rectangular Prism and Loop**

How to Assemble: (Note: Teamwork is helpful in assembling this Exhibit. Two people can put it up in less than an hour.)



Parts:

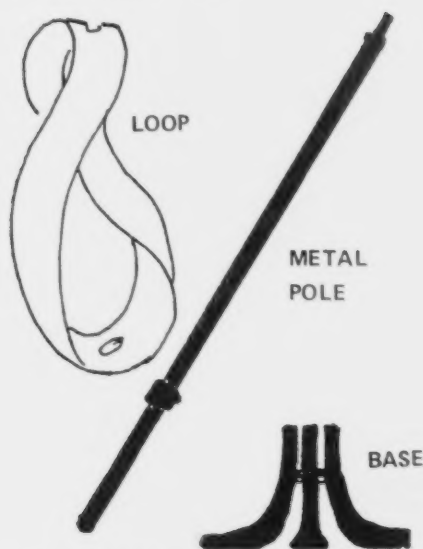
- Rectangular Prism
- 4 20" x 40" Printed Panels with *velcro* strips on backs
- Metal Pole with Metal Collar
- Black Plastic Collar
- Black Plastic Base attached to circular wooden base
- Exhibit Sign (black *velcro* with silver letters)

Assembly:

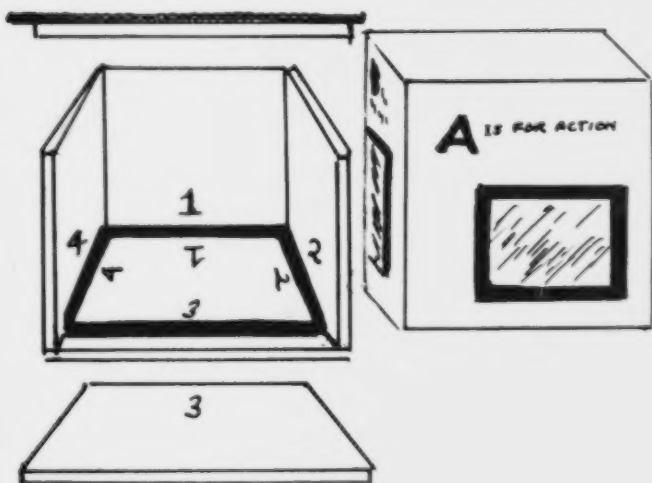
1. Remove Rectangular Prism from its box and rest on its side.
2. Remove Long Metal Pole from cardboard tube and insert it first through the hole in the Black Plastic Collar, pushing Collar down to rest on the Metal Collar on the Pole. Then insert Pole through holes in Rectangular Prism.
3. Remove Plastic and Wooden Base from carton. Push bottom of Pole into neck of Plastic Base as far as it will go.



FIGURE- EIGHT LOOP



BUILDING BLOCKS



4. Set Rectangular Prism upright on its Base.
5. Remove Exhibit Sign from box and insert top of Metal Pole into hole in wooden block at back of Exhibit Sign. (Note: the Prism should revolve on its pole while the Sign remains in a fixed position.)
6. Remove 4 Printed Panels from "Escort Box". Center each Panel on each face of the Prism and press firmly in place. The Panels are held securely on the Prism by *velcro* strips, so be sure the *velcro* has taken hold.

Parts:

Silver and black Figure- Eight shaped Loop
Metal Pole
Plastic Base

Assembly:

1. Remove Figure- Eight Loop from "Escort Box," shorter Metal Pole from cardboard tube, and Plastic Base from carton.
2. Insert Metal Pole through holes in Loop. The narrower end of the Pole should extend above the top of the Loop.
3. Push the bottom of Pole into the neck of the Plastic Base.
4. Set Figure- Eight Loop upright resting on its Base.

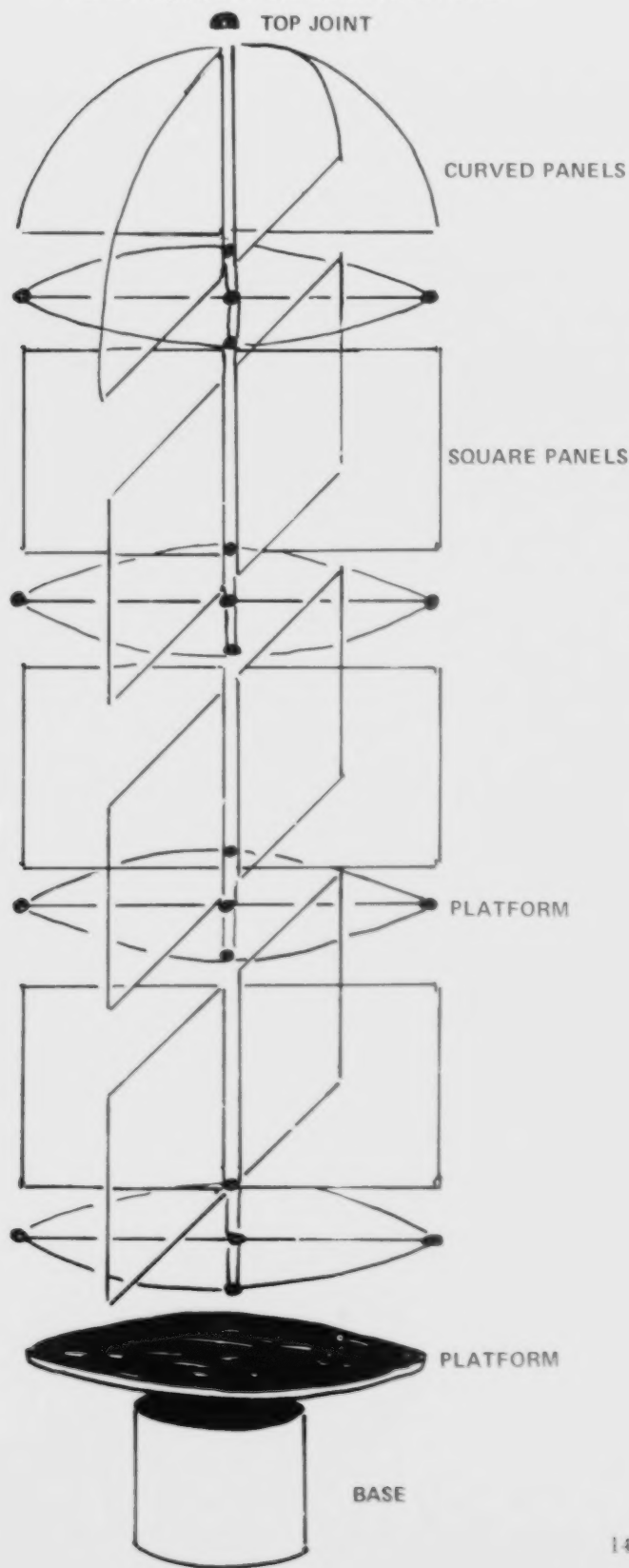
Parts:

3 Bases with wooden reinforcements
3 Tops with wooden reinforcements
12 flat Side Pieces

Assembly: (Team-work helps — one person positioning and holding the Sides upright on the Base, the other fitting on the Top.)

1. Remove all pieces from carton and match up colors. Each Block has a Top, Bottom and 4 Side Pieces of the same color *velcro*.
2. Place Base flat on the floor or table. Position Sides 1, 2, 3 and 4, matching numbers, and press bottom edges firmly in place against *velcro* strips.
3. Position Top, matching numbers, and press upper edges of Side Pieces firmly in place against the *velcro* strips.
4. Stack up Building Blocks as illustrated.

PLASTIC, MANY-SIDED STRUCTURE



Parts:

- Circular Base
- Circular Base Platform
- Circular Clear Plastic Base with Black Plastic Joints. (You can identify this by the center joint which is flat on the bottom.)
- 3 Circular Plastic Platforms with Black Plastic Joints
- 12 Square Plastic Panels (in marked envelopes)
- 4 Curved Plastic Panels (in marked envelopes)
- Black Plastic Top Joint (in red-capped container)

Assembly: (Team-work is essential — one person positioning and holding the panels, the other fitting the upper corners of each panel into the plastic joints of each platform.)

1. Remove Circular Base and Base Platform from cartons. Place Platform on Base, matching holes, and bolt together.
2. Remove Clear Plastic Base with Black Plastic Joints from carton and place flat on top of Base Platform.
3. Remove **Level 1** Square Plastic Panels from envelope and insert lower corners of Squares in notches in Black Plastic Joints. They should radiate out from the center and read across as follows:

(Left Panel)	(Right Panel)
DIFFERENT	RIGHTS
	FOR
(Left Panel)	(Right Panel)
DIFFERENT	PEOPLE

4. Remove Circular Plastic Platform from carton and place on top of Panels, inserting upper corners of Panels securely in notches in Black Plastic Joints. Push down on Joints when every corner is positioned exactly in each notch, and Platform will snap into place.

5. Insert **Level 2** Panels in notches in Black Plastic Joints to read as follows:

(Left Panel)	(Right Panel)
HUMAN	RIGHTS
THE SAME	FOR ALL

(Left Panel)	(Right Panel)
HUMAN RIGHTS	IDEALS
MINE/ YOURS (reverse)	REALITIES

6. Place Plastic Platform on top as above.

7. Insert **Level 3** Panels to read as follows:

(Left Panel)	(Right Panel)
BY EXAMPLE	BY FORCE

(Left Panel)	(Right Panel)
IMPOSED /	DEEDS/
FREE CHOICE (reverse)	WORDS

8. Place Circular Plastic Platform on top as above.

9. Insert **Level 4** Curved Plastic Panels in notches to read as follows:

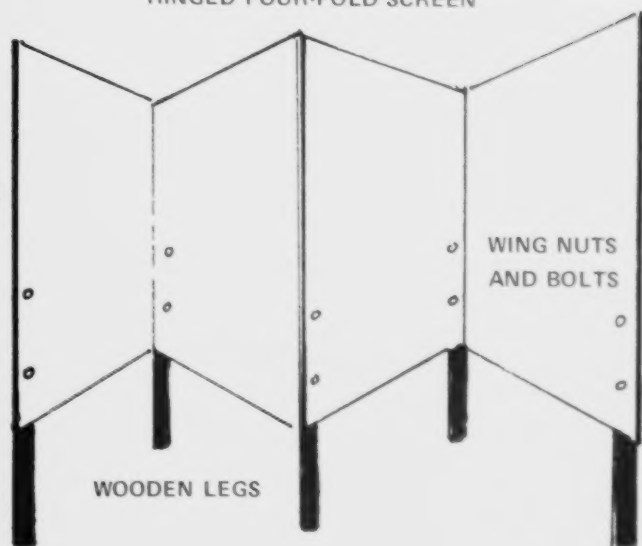
(Left Panel)	(Right Panel)
HUMAN	RIGHTS
A MANY-	SIDED QUESTION

(Left Panel)	(Right Panel)
HUMAN	RIGHTS
RESPONSI-	BILITIES

10. Attach Black Plastic Top Joint at center top by positioning inner corners of curved pieces in notches and pushing down firmly until Joint snaps in place.

4- FOLD SCREEN

HINGED FOUR-FOLD SCREEN



Parts:

Four Hinged Panels
Five Black Wooden Legs
Ten Wing Nuts and Bolts (extras included)

Assembly:

1. Remove 4- Fold Screen from "Escort Box" and stand upside down, resting on its top and extended open enough to allow room to attach legs.
2. Remove Wooden Legs from "Escort Box" and Wing Nuts and Bolts from container.
3. Insert Metal Bolts through holes in each Panel (from front to back — the head of each Bolt should rest flat against the *velcro* side of each Panel.)
4. Position each Leg behind the corner of each Panel and push Metal Bolts through holes in Legs.
5. Screw on Wing Nuts.
6. Stand 4- Fold Screen upright (you will need two or more people to do this) and open out.

Arrange Exhibit Structures according to the diagram on front cover.

HUMAN RIGHTS EXHIBIT

SUGGESTIONS FOR PARTICIPATION

We hope that Exhibit viewers, students and adults, will add their own discoveries about Human Rights to the Exhibit. Here are some suggestions to begin:

1. Make figure-eight loops using strips of paper. Write on each loop: Rights and Responsibilities which are connected; specific cultural values and specific Human Rights which are connected; Causes and effects which are related to Human Rights, etc. Form a chain of these loops and attach and hang from the top of the pole.
2. Make up cards of important events and ideas in the history of Human Rights and attach them in the proper places (with velcro dots) to the velcro screen.
3. Clip articles, pictures and headlines illustrating the A, B, C themes on the Building Blocks and insert them behind the plastic windows on the blocks. Make up an additional list of important Human Rights words for each letter of the alphabet. Write on cards and attach with velcro to the Blocks.
4. Collect Human Rights pamphlets, articles, poetry, song lyrics, pictures, etc. and display them on the shelves of the Plastic, Many-Sided Structure.
5. Make up a list of additional Human Rights conundrums; problems; questions; issues. Write them on cards and display on shelves of the Plastic, Many-Sided Structure.

Instructions for taking down and re-packing the Exhibit:

Since the Human Rights Exhibit is designed to travel, and since it will be set up by different people in each place, it is important to re-pack it carefully in the containers designed for each section of the Exhibit. It's easy to do if you just follow the assembly instructions in reverse:

PLASTIC, MANY-SIDED STRUCTURE

1. Pull off Black Plastic Top Joint and place in red-topped plastic container.
2. Lift off curved plastic panels and replace in properly labeled envelopes.
3. Lift off circular platform and replace in cloth bag.
4. Lift off all remaining platforms and panels and replace in marked envelopes and cloth bags.
5. Pack all Plastic parts and Circular Platform in carton.
6. Pack Circular Base in carton.

BUILDING BLOCKS

1. Carefully pull apart tops, sides and bottoms of Blocks and place in cloth bags.
2. Pack in carton.

4- FOLD SCREEN

1. Stand Screen upside down, resting on its top.
2. Unscrew Wing Nuts and remove Bolts from Legs and Panels. Place Nuts and Bolts in container provided.
3. Place Legs flat next to one another and wrap in paper.
4. Fold up Screen and lay flat in "Escort Box."

RECTANGULAR PRISM

1. Carefully pull off Printed Panels from 4 sides of Prism, wrap in paper and lay flat on top of 4-Fold Screen in Escort Box.
2. Lift off Exhibit Sign from top of Pole. Wrap in paper and place flat in Escort Box on top of Panels.
3. Lay Prism on its side and pull Base off bottom of Metal Pole.
Pack Base in carton.
4. Pull out Metal Pole from Rectangular Prism. Remove Black Plastic Collar and tape to top of Prism. Wrap Metal Pole in paper and replace in cardboard tube.
5. Place Rectangular Prism in its own "Escort Box." Close box and fasten with straps.

FIGURE-EIGHT LOOP

1. Pull Loop off Metal Pole and place in "Escort Box" on top of Exhibit Sign.
2. Pull Base off Metal Pole and pack Base in carton.
3. Wrap Metal Pole in paper and replace in cardboard tube. Cap and tape end of tube.

ACTIVITY A:

Human Rights Are Universal

LEARNING OBJECTIVES:

- (1) To study human rights in the context of five foreign countries.
- (2) To stimulate interest in the study of human rights.
- (3) To read and understand the basic documents of human rights.

TYPE OF GROUP:

Any community group.

TIME REQUIRED:

An evening each month for seven months.

HOW TO PROCEED:

- (1) Recruit a group of adults who are interested in learning more about human rights.
- (2) Arrange a suitable and convenient schedule for monthly or, if possible, weekly meetings, at a location which is informal and comfortable.
- (3) Program committee should contact one of the nongovernmental groups for a speaker for the second meeting. Materials should be requested from groups on the list in this handbook and from the United Nations. Publicity on the speaker and on the series should be prepared. Plan the first meeting as an introduction to human rights. Plan the second around the speaker.
- (4) Succeeding programs could concentrate on one or two countries each with nationals living in the area, Americans with ties to that country or local teachers as participants.

PROBLEMS TO ANTICIPATE:

That the countries referred to by the representative of the NGO will not include any of those to be studied; that materials will not be found or received that cover all topics or countries.

EVALUATION:

Have a feedback form to be handed in after each session with questions on what was most valuable, least valuable in the session. Leave space for other comments.

EXTENSION ACTIVITIES:

Tie in with a celebration of Human Rights Day. Have the local library put on an exhibit related to the programs. Invite local teachers and tie in with school program.

ACTIVITY B:

Human Rights Are Universal—Variation

LEARNING OBJECTIVES:

- (1) To learn which rights of the individual are most important to the members.
- (2) To relate this to the larger world.
- (3) To read and understand the documents of human rights.

TIME REQUIRED:

Two or more evenings. A full year-long series preferred.

TYPE OF GROUP:

Business and Professional Women.

MATERIALS:

- (1) *Handbook on Human Rights and Citizenship*.
- (2) Materials requested from human rights groups and local library resources. Select a few materials that all should try to read.

HOW TO PROCEED:

- (1) *Evening 1*: Audience participation. On arrival each person is asked to write on a slip of paper the personal human right she values most. On a wall are four flannel boards, each headed by a human rights theme—civil, social, economic and cultural. The slips would then be placed on the most appropriate board. Then there would be a discussion of these basic rights and the reasons why the slips are categorized as they are. Implicit is a discussion of why the areas utilized are important. This should be followed by a brief introduction by the program leader to the basic human rights documents, the Bill of Rights and to the constitutions of the five countries.
- (2) *Later evenings*: At later meetings, news clippings on the U.S. and the five countries as well as NGO materials should be used. An example given for the U.S. is the experience of women with the Chicago police.

PROBLEMS TO ANTICIPATE:

That newspapers and magazines will not yield material on all the countries chosen.

EVALUATION:

Feedback forms (see previous exercise).

EXTENSION ACTIVITIES:

Tie in with a program on women's rights and bring in a lawyer. Bring in women nationals or others familiar with the countries to be studied to discuss women's roles and rights.

ACTIVITY C:

Community Agents Mobilized for Effective Liberating Strategies (Camels)

LEARNING OBJECTIVES:

- (1) To activate community agents towards human rights fulfillment.
- (2) To learn about human rights in a local and a global context.
- (3) To establish an ongoing process for human rights education and advancement.

TIME REQUIRED:

Six to 45 minute sessions to set up. Should be continued after that in some form.

TYPE OF GROUP:

Adult group organized on basis of neighborhood or living complex.

MATERIALS:

- (1) *Handbook on Human Rights and Citizenship*
- (2) Materials requested from human rights groups.
- (3) Local library resources, e.g., newspapers, books.

HOW TO PROCEED:

- (1) *Session 1*: Study and discuss the Universal Declaration of Human Rights. Subgroups will be set up based on various rights.
- (2) *Session 2*: Begin study of constitutions of the five foreign countries. Relate to U.N. Declaration of Human Rights. Ask subgroups to look for items on human rights in U.S. and abroad in media for future discussion.
- (3) *Sessions 3-6*: Programs divided between country presentations using guests from or familiar with the country and discussion groups on particular rights.
- (4) *Further study*: Subgroups will select problem areas in human rights and will investigate local laws in this context. An example given was the movie *Fort Apache* filmed in and about the Bronx to which local residents strongly object. How does this objection square with the producer's right to freedom of speech?

PROBLEMS TO ANTICIPATE:

- (1) Countries in the news may not be the same as five countries covered in the *Handbook*.
- (2) There may be no "hot" community issue at the time.
- (3) Group may lose interest after initial series is completed.

EVALUATION:

Have subgroups prepare news releases for the newspapers on what they feel they have learned and what activities they plan to undertake to further human rights.

EXTENSION ACTIVITIES:

Activities generated by this project could include:

- (1) Letter-writing to elected officials and to the media.
- (2) Advice to individuals or groups affected.
- (3) Reports and/or visits to elected officials and to community-based help groups.
- (4) Newsletters and bulletins.
- (5) Establishment of an ongoing information and resource center.

ACTIVITY D:

Human Rights Film Series

LEARNING OBJECTIVES:

- (1) To heighten awareness of human rights in a global context.
- (2) To create a learning atmosphere for a variety of ages and backgrounds.
- (3) To encourage further reading.

TIME REQUIRED:

Four 2-hour sessions or evenings.

TYPE OF GROUP:

Church Sunday Evening Group or Public Libraries Series.

MATERIALS:

- (1) 16 mm films
- (2) Reading lists
- (3) Display materials

HOW TO PROCEED:

- (1) Learn what films are available in the region through the public library system. Order catalogs listed in materials section.
- (2) Order films, reserve rooms, prepare publicity and order display materials from human rights groups.
- (3) Have public librarian prepare reading list and possibly also a library display.

PROBLEMS TO ANTICIPATE:

- (1) Films not available when needed. Some require a long lead time.
- (2) Films will raise questions for which more information is needed.
- (3) Publicity procedures are complex—some media want release far in advance and others just before event.

EVALUATION:

Have a feedback form to be filled out on each film.

EXTENSION ACTIVITIES:

- (1) Schedule a discussion meeting as a follow-up.
- (2) Tie in with human rights days.
- (3) Reading lists on areas covered by films as well as on human rights. Include fiction as well as non-fiction works.

ACTIVITY E:

Human Rights as Reflected (or Promoted) by the Artist

LEARNING OBJECTIVES:

- (1) To recognize the diversity of and to develop an appreciation of other cultures.
- (2) To develop the concept of human rights through culture symbols.
- (3) To provide an opportunity for unstructured response (defining one's own value system).

TIME REQUIRED:

Display for 4-6 weeks.

TYPE OF GROUP:

Library or Museum Exhibit.

MATERIALS:

- (1) Posters.
- (2) Reproductions (or originals) of artist's works.
- (3) Informative brochure.

HOW TO PROCEED:

- (1) Inventory museum holdings or library books for artists' works that relate to human rights. Paintings, sculpture, music, drama, dance, folk art, photographs are all possibilities.
- (2) Prepare publicity.
- (3) Research background of artist, culture and impact on human rights.
- (4) Prepare exhibit and brochure. Add reading list for libraries.

PROBLEMS TO ANTICIPATE:

- (1) The same kinds of art work may not be available for each of the five countries.
- (2) Background reading on human rights and on the countries may be necessary.

EVALUATION:

Attendance will be the major evaluation method. Hang large piece of poster paper (provide felt tip pens on strings) for expression of responses to exhibit.

EXTENSION ACTIVITIES:

- (1) Invite schools in area to bring classes.
- (2) Coordinate with human rights celebrations.
- (3) Show film on human rights or bring in speaker.
- (4) Videotape exhibit for use in schools.
- (5) Prepare directory of local resource people.

TEN MOST WANTED BOOKS ON HUMAN RIGHTS

A Basic Annotated Bibliography

Note: The books listed below should be available to students, teachers, and independent learners for study in the area of international human rights. It is recommended that they be included in your reference collection.

- Blaustein, A.P. and H.F. Gisbert, eds. *Constitutions of the Countries of the World*. Dobbs Ferry, N.Y.: Oceana, 1977-. Continuous publication and updating of texts and constitutional chronologies for all the world's constitutions.
- Buerghenthal, T. and J.V. Torney. *International Human Rights and International Education*. Washington: The US National Commission for UNESCO, 1976. An essential sourcebook for educators at all levels. Contents include: history of international education efforts, review of activities of international and regional organizations, and applicable principles of international law. Curriculum materials on human rights available before 1976 are listed and reviewed. Appendix contains relevant documents. Available for \$3.00 from the Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402.
- Cranston, M. *What Are Human Rights?* New York: Taplinger, 1973. Attempts to define the term by examining its historical context. Discusses economic and social rights as well as civil and political liberties. Considers protection and future of human rights. Relevant documents appear in Appendix.
- Fraenkel, J. *The Struggle for Human Rights—A Question of Values*. New York: Random House, 1975. A publication of the Institute for World Order, this booklet examines the worldwide struggle for human rights and their relationship to personal and national value systems. The booklet includes news stories from around the world as illustrations of the problem; an appendix contains the Universal Declaration of Human Rights. Simply written, high quality study guide.
- Human Rights Directory*. Washington: Human Rights Internet, 1979. Provides names, addresses, activities and publications of U.S.-based human rights organizations with an international interest. Available at \$5.00 a copy from Human Rights Internet, 1502 Ogden Street, NW, Washington, D.C. 20010.
- Laqueur, W. and B. Rubin. *The Human Rights Reader*. Philadelphia: Temple University Press, 1979. A unique sourcebook and documentary history of over 70 major statements on the issue of human rights. The Magna Carta, the Declaration of Independence, Federalist Paper Number 84, and French Declaration of the Rights of Man are among the many documents included. Other famous writings on human rights in the volume are by Locke, Rousseau, Mill, de Tocqueville, Jefferson and Woodrow Wilson. The Atlantic Charter, the 1975 Helsinki Agreement, and Carter's 1978 speech on human rights are also included. Advanced students.
- Loescher, G. and A. *Human Rights: A Global Crisis*. New York: Dutton, 1979. What are human rights? How can they be protected? The authors explain why it is difficult to arrive at a full definition of human rights and discuss the ways in which such rights are systematically abused in four countries: the Soviet Union, South Korea, South Africa and Brazil. The final two chapters describe the vital work of dedicated individuals, organizations and governments to promote the protection of human rights. Middle school reading level.
- Meltzer, M. *The Human Rights Book*. New York: Farrar, Straus, Giroux, 1979. Discusses the evolution of a concept of human rights, how these rights are defined and interpreted throughout the world, to what degree they are observed or violated, and the international institutions and agencies responsible for gaining and maintaining these rights for individuals. Excellent source for grades 6-12.
- Prokhorov, A.M., ed. *Great Soviet Encyclopedia: A Translation of the Third Edition*. 23 v. 1970-80. Originally published in Moscow; English-language edition, New York: Macmillan. Uncritical direct translation from the Soviet original, providing insights into how the Soviet government defines and describes many subjects. Important resource.
- Woitto, R., ed. *International Human Rights Kit*. Chicago: World Without War Council, 1977. Intended for students and interested citizens. Contains collection of resources on worldwide human rights efforts, selections from periodicals and newspapers, excerpts from documents, and suggestions for teaching. Available for \$2.50 from World Without War Council, 67 E. Madison, Suite 1417, Chicago, IL, 60603.

GENERAL BIBLIOGRAPHY

The general bibliography is primarily intended for teacher background reading. Portions of some of the materials may be used by high school students with teacher guidance. An effort has been made to exclude works on human rights which are intended primarily for specialists in international law or political science. Writings of interest to the general reader were of primary interest in the selection decision. This list includes articles and books.

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Checklist of Human Rights Documents. Pine Plains, NY: Human Rights Publishing Group, Earl M. Coleman. Monthly bibliographic review of print materials. For scholars and librarians.

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Chronicle of Human Rights in the U.S.S.R. New York: Khronika Press. \$20. yr. Russian/English. Quarterly. Primary source materials on rights, prisoners, not found elsewhere. Selection criterion is reliability of information.

Columbia Human Rights Law Review. New York: Columbia University School of Law. For those with legal background.

Exploring Dignity for Global Understanding and Peace. Walnut, CA: Dignity of Man Foundation. Newsletter.

Freedom at Issue. New York: Freedom House. \$7.50. yr. 5 issues. Readable magazine concentrates on status of civil liberties around the world.

Human Rights Review. London: Oxford Journals. \$23. yr. 3 issues. Current developments from legal and sociological perspective. Court decisions, new agreements, etc.

Index on Censorship. London: Writers & Scholars International. Dist. in US by Random House, New York, and by Fund for Free Expression, 205 E. 42nd St., New York, NY 10017. \$18. yr. quarterly. Political and literary forum for political and economic truths to be aired about repressive regimes and in which "silenced" writers may publish otherwise censored literature. High quality journalism.

Informe Colombiano. Bogota, NJ. Newsletter, English/Spanish on rights in Colombia. A partisan perspective about rights in Colombia.

Matchbox. New York: Amnesty International. Newspaper quarterly.

The Record. New York: Anti-Defamation League of B'nai B'rith and the National Council on Soviet Jewry. A partisan perspective of Jews in the Soviet Union.

Universal Human Rights. Pine Plains, NY: Human Rights Publishing Group, Earl M. Coleman. \$19.50 yr. individuals, \$39. yr. institutions. A comparative quarterly. Transnational and international research on public policy within context of Universal Declaration of Human Rights.

Yearbook on Human Rights. New York: United Nations. Published every other year.

MEDIA BIBLIOGRAPHY

Films

Alone in the Streets. Mt. Vernon, NY: Audio Brandon, 1955. Survival for abandoned children finding for themselves in the streets of Naples (Vittorio Da Sica, director; 80 min.).

At Five Past Five. Mt. Vernon, NY: Audio Brandon. Vasudev, director. 66 min. Opens questions of non-violence and rights in the context of the conspiracy to assassinate Mohandas K. Gandhi.

Born Equal. Rental: Champaign, IL: Visual Aids Service, 1952. 11 min. Interprets Universal Declaration of Human Rights, using specific examples.

Calm Prevails over the Country. Chicago: Amnesty International Midwest Regional Office, 1975. Peter Lilienthal, dir., color, 100 min. A political parable about police repression in a Latin American nation, in which the entire population is arrested.

Colombia. Champaign, IL: Visual Aids Service, 1961. Our Latin American Neighbors series. Color, 18 min. An evening with a Colombian professor's family.

Colombia and Venezuela. New York: Sterling Educational Films, 1973. Color, 17 min.

Djimbo. Mt. Vernon, NY: Macmillan Films, 1975. Color, 52 min. An 11-year old Nigerian boy faces education in the new Nigeria.

- The Family: India.* New York: United Nations. Color, 28 min. A pilot family planning project is illustrated through a village family. Reflections of community life of the family.
- Farm Village of India: The Struggle with Tradition.* Chicago: Coronet, n.d. Color, 22 min.
- Fincho.* Mt. Vernon, NY: Audio Brandon, 1958. Color, 75 min. Depicting the confrontation between traditional culture and change coming from outside, set in Nigeria.
- A Future for Every Child.* New York: U.S. Committee for UNICEF. Color animation, 9 min. The nightmare of overpopulation, shortages and pollution versus a dream of plenty in a healthful, peaceful environment. Not recommended below intermediate level.
- The Future Begins Today.* New York: United Nations, 1974. Color, 27 min. Improving the quality of life in urban centers of Latin America.
- India: Haunting Passage* in two parts. 60 min. Now out of print, but available through Yorktown Heights BOCES. Check your local BOCES film catalog.
- India: Ramu of Ganapatty Street.* Champaign, IL: Visual Aids Service, 1967. 22 min. Hindu society on the threshold of change from tradition.
- India: Urban Conditions.* Rental: Champaign, IL: Visual Aids Service, 1968. Color, 19 min. The poverty cycle and government programs negated by population growth.
- Indian People in Transition.* Santa Monica, CA: Bailey Film Associates, 1964. Color, 17 min.
- An Indian Worker: From Village to City (Village Man, City Man).* New York: International Film Foundation, 1975. Color, 17 min. The plight of a young Indian working in a cloth mill who is separated from his family, still in the village.
- International Court of Justice.* New York: United Nations, 1969. 28 min.
- Ise Omo Po (Motherhood Means More than Just Having a Baby).* New York: United Nations, 1972. Color, 29 min. Nutrition in Nigeria, Benin.
- Italy: Progress Amidst the Past.* Champaign, IL: Visual Aids Service, 1966. Color, 21 min. Past and present, North and South in Italy.
- Journey Towards Peace.* New York: UNICEF. Color, 14 min. Rebuilding Nigeria after the civil war.
- Kantatiskiwa (Dawn of a New Day).* New York: United Nations, 1963. 40 min. Reawakening of Andean Indians, showing contrast between high civilization of their ancestors and recent conditions.
- Kongi's Harvest.* Chicago: Amnesty International Midwest Regional Office, 1974. Color, 85 min. Political drama in which traditional rule is replaced by a progressive rival who quickly learns the art of despotism. Nigerian film.
- La Terra Trema.* Mt. Vernon, NY: Audio Brandon, 1948. Luchino Visconti, dir., subtitles, 162 min. Italian fishermen try to free themselves from exploitative middlemen.
- Mahatma Gandhi.* New York: Ideal. 82 min. Gandhi's view of the power of love and truth in India's National Movement.
- Meet Comrade Student.* Rental: Visual Aids Service, 1962. 55 min. Soviet education through two brothers, 13 and 15.
- Nigeria: Problems of Nationbuilding.* Rental: Champaign, IL: Visual Aids Service, 1968. Color, 22 min. Among other topics, emphasizes individual customs and traditions of Yoruba, Fulani, Ibo and Hausa people.
- Padre Padrone.* Chicago: Amnesty International Midwest Regional Office. Paolo and Vittorio Taviani. Biographical film of Gavino Ledda, a Sardinian hero. Excellent.
- Promise of a City.* New York: United Nations. Color, 29 min. Families and children suffer in growing city of Bogota, Colombia.
- Quest for Better Living.* New York: United Nations, 1976. Color 19 min. Possibilities of reversing the migration to the cities of Nigeria through cooperative agricultural schemes.
- Si Ce n'est Ici.* New York: United Nations, 1978. Color animation, 8 min. Plight of a character whose ideas do not conform to those of others and who is forced to flee homeland to asylum and acceptance in another country.
- Spontaneous Settlements.* New York: United Nations, 1976. Spanish language, 10 min. Bogota experiment with urban migrants.
- U.S.S.R. - The Soviet Citizen and His Community.* New York: Universal Film and Visual Arts. Color, 23 min. Focus on local self-government in the Soviet Union.
- What Liberty and Justice Means.* Los Angeles: Dimension Films, 1978. 17 min. Introduces the concepts and shows how they affect daily life.
- What Rights Has a Child?* New York: United Nations, 1968. Color, 15 min. Children talk about the Universal Declaration of Human Rights; visuals of children's art from around the world.
- What Rights Has a Woman?* New York: United Nations, 1977. Color, 40 min. Examines problems of rural women in Africa, Asia, Latin America.
- Women in Russia.* New York: International Film Productions. Color, 11 min.

Filmstrips

- Animal Farm, Lord of the Flies, Judgment at Nuremberg.* Larchmont, NY: Media Basics. Kits from the films include filmstrip, copy of text, study guide. Jr.-Sr. High.
- New York Times Filmstrip Subscription Series on Current Affairs.* Bedford Hills, NY: N.Y. Times, Dept.

BF. Topics change. Backlist items available.

Nigeria and the Ivory Coast: Entering the 21st Century. Stanford, CA: Multimedia Productions, 1977. Filmstrip with cassette. Historical and social development.

Opposing Viewpoints Series. St. Paul, MN: Greenhaven Press. This popular series has filmstrips: *Do Human Rights Exist in Russia?* (1980) *Should Human Rights Be an Issue in U.S. Foreign Policy?* (1977). Also try *Protect These Rights* pamphlets: *Freedom of Speech*, Franklyn S. Haiman, 1976; *Due Process of Law*, Joel M. Gora; *Religious Freedom*, Leo Pfeffer, 1977; *Racial Equality*, Laughlin McDonald, 1977; *Rights of Privacy*, John Shattuck, 1977; *Women and the Law*, Eve Cary and Kathleen Wilert Peratis, 1977. Trace the rights referred to in the title in the U.S. legal system, explore controversies, refer to Supreme Court decisions.

Sharing Global Resources. Philadelphia: National Action Research on the Military-Industrial Complex. Slides with cassette.

Special Report: Human Rights. Englewood Cliffs, NJ: Prentice-Hall. Two filmstrips with cassettes. Produced by APLAPS, includes specially valuable material for this project, including interview with Pavel Litvinov, a consultant to the project.

Who Speaks for Man? Ridgefield, CT: Current Affairs Films. Filmstrip with cassette. Examines human rights and violations around the world, including the U.S. Discusses role of international bodies.

Records

Amnesty Action Reports. New York: Amnesty International U.S.A. Series of 15-min. radio programs on AI's work. "The Helsinki Monitors" about the dissidents in the USSR is particularly useful.

Human Rights and the Holocaust. Washington: B'nai B'rith. Cassettes and Guide. Insight into forces of hatred and prejudice; understanding the principles of human rights.

Joan Baez, "Where Are the Words," song about Natalia Gorbanevskaya, *From Every Stage.* A & M Records. Can be used at all levels as introduction to dissidence in Soviet Union, or for discussion of suppression of the arts.

Multimedia

Censorship in Russia. Culver City, CA: Social Studies School Service, 1974. Unit of 30 copies of pamphlet, teacher's guide. Selections include satire on censorship.

Multimedia Materials for Studies on World Peace. Petersburg, VA: Virginia State College. Resources related to human rights are contained in this conceptual model and rationale for peace studies and the related curriculum materials.

Film Catalogs

Useful catalogs for 16mm film programs relevant to human rights are available from these distributors:

California Newsreel, 630 Natoma Street, San Francisco, California 94103. (415-621-6196)

New Yorker Films, 16 West 61st Street, New York, N.Y. 10023. (212-247-6110)

Tricontinental Film Center, 333 Sixth Avenue, New York, N.Y. 10014. (212-989-3330)

United Nations Radio and Visual Services Division, Office of Public Information, New York, N.Y. 10017. (212-754-6953)

A Library Search Strategy

The equation by Americans of political and individual rights with human rights is reflected in the card catalog. Looking under HUMAN RIGHTS one finds a *see reference* to CIVIL RIGHTS, the heading used for books on the subject. The following more specific headings can also be used in a college or large public library. Libraries use the most specific heading applicable so that, for example, a book on freedom of speech will be found under LIBERTY OF SPEECH but not under CIVIL RIGHTS.

Headings more specific than CIVIL RIGHTS:

AGE DISCRIMINATION—LAW AND LEGISLATION
ASSEMBLY, RIGHT OF
CATHOLIC CHURCH AND CIVIL RIGHTS
CHILDREN'S RIGHTS
CHURCH AND CIVIL RIGHTS
CIVIL DEATH
DETENTION OF PERSONS
DUE PROCESS OF LAW
EMPLOYEE RIGHTS
EQUALITY BEFORE THE LAW
FREE CHOICE OF EMPLOYMENT
FREEDOM OF ASSOCIATION
FREEDOM OF INFORMATION
FREEDOM OF MOVEMENT
HABEAS CORPUS
INDIANS OF NORTH AMERICA—CIVIL RIGHTS
JEWS—LEGAL STATUS, etc.
LIBERTY
LIBERTY OF CONTRACT
LIBERTY OF SPEECH
LIBERTY OF THE PRESS
NATURAL LAW
PETITION, RIGHT OF
POLITICAL RIGHTS
RACE DISCRIMINATION—LAW AND LEGISLATION
RELIGIOUS LIBERTY
RIGHT OF PROPERTY
RIGHT TO COUNSEL
RIGHT TO EDUCATION
SEARCHES AND SEIZURES
SEX DISCRIMINATION—LAW AND LEGISLATION
SEX DISCRIMINATION AGAINST WOMEN—LAW AND LEGISLATION
SEX DISCRIMINATION IN EDUCATION—LAW AND LEGISLATION

The right to fulfill basic needs in the areas of food, shelter, jobs, health care and education could be equated with the heading ECONOMIC SECURITY in the card catalog, although one would look as well under EDUCATION, PUBLIC, HEALTH INSURANCE, UNEMPLOYMENT COMPENSATION, and headings beginning with WOMEN or CHILDREN. Headings found under ECONOMIC SECURITY reflect American approaches and attitudes even though material on foreign countries relating to those topics are placed there.

Headings more specific than
ECONOMIC SECURITY:

- FAMILY ALLOWANCES
- FULL EMPLOYMENT POLICIES
- GUARANTEED ANNUAL INCOME
- NEGATIVE INCOME TAX
- OLD AGE PENSIONS
- PUBLIC WELFARE
- SOCIAL SECURITY
- WAGES—ANNUAL WAGE
- WAGES—MINIMUM WAGE

Headings broader than ECONOMIC SECURITY:

- ECONOMIC POLICY
- SOCIAL POLICY
- WELFARE ECONOMIES
- WELFARE STATE

Social and cultural rights cannot be approached easily through the card catalog although SOCIAL POLICY AND PLURALISM (SOCIAL SCIENCES) (cultural pluralism is not used) are possible entry points. Related headings are ETHNICITY, RACE RELATIONS, SELF-AWARENESS, CULTURE CONFLICT, etc.

For the study of a foreign culture it is best to start with the heading for the country itself, for example:

- INDIA—ANTIQUES
- CIVILIZATION
- DESCRIPTION AND TRAVEL
- ECONOMIC CONDITIONS
- HISTORY
- POLITICS AND GOVERNMENT
- SOCIAL CONDITIONS

However, for specifics on education, on women, the caste system or on human rights in India, see the following:

- CASTE—INDIA
- CIVIL RIGHTS—INDIA
- EDUCATION—INDIA
- WOMEN IN INDIA

There are two basic lists of subject headings used by librarians. The foregoing is based on the Library of Congress list used by college and university libraries. School libraries use a list referred to as the Sears list of subject headings. The Sears list also uses CIVIL RIGHTS for human rights. However, in economic areas the heading is ECONOMIC ASSISTANCE with related headings as follows: POVERTY, PUBLIC WORKS, and UNEMPLOYED. SOCIAL POLICY can be used, but a more fruitful search begins with SOCIAL PROBLEMS and then goes to specific headings like OLD AGE, PUBLIC HEALTH, SOCIAL ETHICS and WOMEN. No entry for ethnicity or pluralism exists. MINORITIES and RACE RELATIONS are possible approaches with the following useful for the domestic scene: ITALIANS IN THE U.S. or JAPANESE-AMERICANS.

An unorthodox approach to library card catalogs is through the title. Many titles of books begin with the words "human rights." Then, once you have a few call numbers for books on human rights, a few moments of browsing in those areas of the book stacks will yield others. Librarians consider this approach a breakdown of the system but sometimes resort to it themselves.

The approach to magazine articles through indexes in the library, like *Reader's Guide to Periodical Literature* is very similar to a search in the card catalog. Each uses its own set of headings, so there will be some variations in terms used. However, most have ample *see references* guiding one from unused to used headings and *see also references* for sources of further information.

Where are the materials?

Many of the governmental and nongovernmental organizations listed in this manual provide publications in the area of human rights at little or no cost. Some of the items in the bibliography can be ordered by a community person directly. Materials on foreign countries can be obtained free by writing to the missions to the United Nations of individual countries. The Office of Public Information of the United Nations (New York, N.Y. 10017) will provide a free copy of its latest address list upon request.

But it is the libraries — school, public, and college — where the background information basic to any study of human rights will be found. The community person will naturally turn first to the local public library, as will the teacher to supplement what is found in the school. For most people the public library is also the entry point for access to the vast library resources of New York State available through Interlibrary Loan.

However, the person who has exhausted the resources of his/her public library should also consider direct access to the larger public libraries and college libraries in the area. Cooperative arrangements in which a librarian can refer a patron to a better supplied collection exist in certain areas of the state, most notably, in New York City. Even where this does not exist, the community person should ask the public librarian to contact the larger library to inquire about the possibilities of direct access or, if that is not possible, about a "walking interlibrary loan." The revised 1980 National Interlibrary Loan Code states that librarians "should encourage library users to travel to

other libraries for on-site access to material when extensive use of a collection is required. . . ."

In addition, bills before the New York Assembly and Senate call for "aid to college and university libraries that access their resources to the public." Whether this bill succeeds in passage, something like it will be passed one day soon, and it will contain an open access provision. Libraries of both public and private colleges are aware of this and both will be looking critically at the restrictions they place on community access. Access to resources for the community person, often called the lifelong learner, is improving every day — so the best of luck!